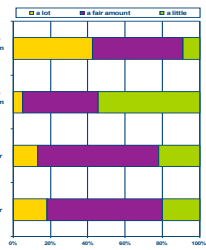


Effective Communication With Parents and Others



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Parent Perspectives: How often did you do any of the following?



Parent Perspectives: Would you want parent info from DE on the following?



Communication

- Communication is the *attempt* to get your message across to a target audience
- Communication is *achieved* when the target audience (a) receives the message, (b) understands the message, and (c) acts upon the message, all (d) in the way that you intended
- Understand communication dynamics
 - Verbal communication
 - Nonverbal communication
 - Interaction skills
- Plan effective communication strategies
 - Persuasive communications
 - Messages and channels
 - Oral communication
 - Written communication
- 4 steps to effectively communicating with parents



The Process of Communication



- Sender...credible source
 - Knowledge of subject, audience, & context
- Message...content, structure, info given or not
 - Written, oral, or nonverbal
- Channel...delivery of the message
 - Verbal or written
- Receiver...target audience
 - Recipients must understand & respond
- Feedback...effect on the target audience
 - Verbal & nonverbal reactions
- Context...situation message is delivered
 - Work atmosphere, hierarchy, gender or cultural differences

Verbal Communication

- Verbal communication = use of words, numbers, & symbols organized by language
- Language usage
 - Choice of words or language
 - Different levels of meaning
 - Value judgments
 - State of mind
 - Cultural differences
- Parts of speech
 - Greeting
 - Information exchange
 - Direction ("want," "need," or "expect")
 - Closing
- Speech characteristics
 - Speed, animation, enunciation, volume, pronunciation, correct word usage
- Best case scenario!
 - Purposefully use language and speech to increase success of workplace communication

Nonverbal Communication

- Nonverbal = 90% of all communication
 - Need to know cultural differences!
- Visual = "body language": facial expression, eye movement, posture, gestures
- Tactile = use of touch to impart meaning
- Vocal = intonation of one's voice
- Use of time, space, and image
 - When, where, and how close!
 - Physical appearance
- Impact of nonverbal cues on verbal messages
 - Repetition, complement, or accent
 - Consistent messages
 - Contradiction or substitution
 - Hiding something or less than candid
 - Mixed messages = forced choice
- Best case scenario!
 - Purposefully use nonverbal cues to increase success of workplace communication

Interaction Skills

- Interaction = 2 or more persons
- Create positive atmosphere
 - Start with greeting
 - State your position openly
 - Be direct and clear
 - End interaction
 - Summary and departing words
- INTERACT
 - Ask others for views or suggestions
- Be validating
 - Acknowledge others' importance
 - Everyone contributes something!!
 - Focus on content or problem
 - Not the person, delivery, or emotion
 - Own up!
 - Use "I", not "they" or "you"
 - Backtrack, get the right information
 - Apologize!
 - Do not blame or undercut others
- Best case scenario!
 - Create positive exchanges to increase the success of workplace communication

Assess Your Communication Skills

- Verbal Communication
 - Do you appropriately use language and speech?
- Nonverbal Communication
 - Do you support verbal messages with nonverbal cues?
- Interaction
 - Do you create positive exchanges?

What difference does it make?



Use Effective Communication Strategies

- **Persuasive Communications or PCs**
 - Delivering timely, motivational messages and instruction sufficient to influence thoughts and actions of others
- **Create a simple, powerful message**
 - Determine your ONE purpose
 - Use a style that is:
 - Positive
 - Constructive
 - Non-threatening
 - Non-critical
 - Conflict-avoidant
 - Only include information that the RECEIVER NEEDS
 - Not everything we want to give
 - List sources or have attachments for more information
- **Conveniently time it**
 - Consider your schedule
 - Consider respondents' schedule
 - Prepare and organize
 - "Fair warning" for both

Persuasive Communications

- **Make it personal**
 - Create or adapt materials specifically for your audience
 - Address to persons
 - Know things like Dr., Mrs., Ms., or Miss and last names
 - Use appropriate tone and appeal
 - Do not be negative, offensive, rude, pushy, patronizing, superior, or sarcastic
 - Do not make personal attacks or insinuations
 - Conveniently deliver to your audience
- **Make it attractive, "eye catching," and attention-getting**
 - Capture and maintain attention from the second they receive it
 - Have "professional" appearance
 - Cardstock, color, formatted, etc.
 - Use a credible source and identity
 - Update style and content regularly
 - MAKE IT NOT EASY TO IGNORE OR THROW AWAY

Persuasive Communications

- **Clearly define the message**
 - Make it short, sweet, and to the point!
 - Start with main point
 - Be positive
 - Risks AND benefits
 - Problem AND solution
- **Clearly define target behaviors**
 - Specific responsibilities and timelines
 - Present as:
 - Widely accepted
 - Everyone is doing it appropriately and on-time
 - Relatively easy to carry out
 - All you have to do is..., I have made it easy for you by...
 - Effective if carried out
 - Benefits of doing
 - We can move forward..., we can process this...

Messages and Channels

- **Message**
 - Is the message easy to understand?
 - Is the intent of the message clear?
- **Audience**
 - Families
 - Parents
 - Teenagers
 - Acquaintances
 - Peers
- **Desired outcome**
 - Begin
 - Increase
 - Maintain
 - Change
 - Decrease
 - Cease
- **Channel**
 - How best to convey the message?
 - How best to deliver the message?
- **Medium**
 - Email
 - Meeting
 - Voice mail
 - Print material
 - Memo/letter
- **Delivery**
 - In person
 - Telephone
 - Internet
 - US mail
 - Display
 - Video

Oral Communication

- **Keep the message clear, concise, and simple**
 - Understand your audience
 - Knowledge, motivation, interests, values, etc.
 - Be mindful of demands on people's time
 - Be prepared
 - Timing and thorough understanding
 - Don'ts: too much information, too fast, too little time
- **Use "visual aids"**
 - Variety
 - Text, images, and graphics
 - Tied into the points you are making
 - Easy to read and understand
 - "Professional" look and vibrant colors
- **Schedule meetings**
 - Prepare ahead of time
 - Determine purpose, date, time, and length
 - and stick to it!
 - Send out an "agenda" ahead of time to all involved
 - Have visual aids

Written Communication

- **Address to an individual**
- **Think before you write**
 - Written words cannot be retracted
 - Email is not necessarily confidential
 - It is unprofessional to lose control in person—do not do it in writing
 - Determine if you need written documentation
- **Make sure document is clear and concise**
 - Is it well-organized?
 - Is it easy to read?
 - Does it contain the necessary information?
 - Does it avoid giving irrelevant information?
 - Does it outline a course of action?
 - Can anything be misinterpreted?
 - Does it raise unanswered questions?
- **Respond to mail/email in a timely manner**
 - Simple act of courtesy
 - Serve to encourage others to do the same

Email

- Personalize emails with greeting
 - Blind copy or send separately
- Use the subject line effectively
 - Short: inform the receiver of EXACTLY what the email is about
 - Use words/phrases to get attention
- Keep messages (relatively) short
 - One subject per email
 - Brief and to the point
 - Detail the purpose in the first paragraph
 - Action, information, etc.
 - Include only RELEVANT INFORMATION
 - Save longer messages and reports for attachments
 - Link directly to content you refer to
 - Include expectations and turnaround time
 - Do not type in all caps or lower case!
- Include your contact information
 - Name, title, phone, fax, email, etc.
 - Have a company name and logo

Effective Communication

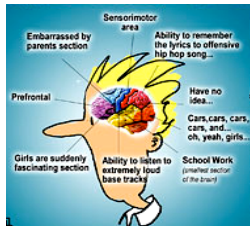
- Successful communication
 - Get your message across to others
- Understand communication processes
 - Verbal communication
 - Nonverbal communication
 - Interaction skills
 - Work on any weaknesses you may have!
- Use effective communication strategies
 - Persuasive communications
 - Consider message characteristics & channels
 - Determine which would be best and structure accordingly!



4 Steps: Effectively Communicating with Parents

GOAL:

- To increase the safety of teen drivers!
 - There is real risk to teenagers, but there are things parents can do to reduce risk
 - Talk with parents, not at them!
 - Be honest and sensitive
 - This is their child!



Step 1: Work **WITHIN** (not with) diversity

- Know how your biases affect your behaviors
 - Beliefs = behavior
 - Awareness = altered behavior
 - Be aware and alter any negative attitudes
- Have *Appropriate Beliefs about Diversity*
 - Cultural differences are valid and valuable
 - Many family forms exist and are legitimate
 - All parents have important perspectives
 - Most parents care about their children
 - Schools and homes have shared goals
- Establish an atmosphere of trust/cooperation
 - Develop clear policies and practices
- Be aware of and sensitive to others' values, attitudes, manners, and views of the school
 - e.g., religious holidays and observances
 - e.g., Miss, Mrs., or Ms.

Step 2: Inform parents about the course

- Introduce yourself / class
 - Hello!
 - Course goals
 - Expectations for students
 - Expectations for parents
 - Your contact information
- Send a syllabus to parents
 - Communicate clear expectations
 - Include:
 - Class objectives and guidelines
 - Semester outline and assignments
 - CLEAR grading procedures
 - Homework policies and make-up policies
- Conduct a parent survey
 - Any hopes, concerns, or suggestions
 - Parent contact information
 - Their communication preferences

Example: Course Syllabus

COURSE SYLLABUS
Course Name
Term/Semester

Instructor

Name:

Contact Information

Email address:

Phone number:

Office hours:

Office number:

Class description and objectives

Class guidelines

Student expectations:

(1) Be on time

(2) Be attentive

(3) Complete assignments on time

Parent expectations:

(1) Quiz students on Montana traffic laws

(2) Practice driving with students

* I will provide helpful tips for how to do these

Class requirements and grades

REQUIREMENTS	GRADE	POINTS
1 test	100 points each	200
20 homework activities	10 points each	200
TOTAL		400
GRADE: A=100-90, B=90-80, C=80-70, D=70-60, F=60-50		

[illegible]

Example: Course Syllabus

Parent Agreement

I, _____, have read the course syllabus. I will contact the instructor if I have any questions about the course syllabus, or if I have any other questions about any child.

I understand that the course during the summer. I understand that I am expected to assist my child with learning driving. I also understand that the instructor will provide me with guidelines about how to do these.

In addition, here is my contact information

Home phone: _____

Work phone: _____

Email address: _____

Best ways to contact me:

☐ home phone ☐ work phone ☐ email

☐ send information with my child

Best days / times to contact me:

☐ Sunday ☐ Monday ☐ Tuesday ☐ Wednesday

☐ Thursday ☐ Friday ☐ Saturday

☐ Morning ☐ Afternoon ☐ Evening

☐ Night ☐ Other: _____

Parent(s) Name(s): _____

Parent(s) Signature(s): _____

Date: _____

Step 3: Interact with parents **OFTEN**

- **Personally welcome all**
 - Recognize parents
 - Hold a special parent meeting
 - Post welcome signs (in all languages)
- **Respect parents / communicate that respect**
 - Tone of voice, word choice, facial expressions, body language, expectations, how long we make people wait
 - Avoid being judgmental
- **Communicate with parents regularly**
 - Talk directly to parents at every opportunity
 - Set up regular communication methods
 - Make a point to include positive news, feedback, behavior, work, and achievements
- **Communicate the whole picture to parents**
 - ALWAYS communicate both strengths and weaknesses
 - Make sure parents don't expect only bad news from you

Step 4: Use various communication methods

- Invite parents to the classroom
 - Hold a special parent meeting
 - Inform parents that they are welcome any time
 - Have a parent's bulletin board
 - Highlight achievements of your students
- Send REGULAR "notes" to parents
 - Each time you grade something, jot down remarks on the assignment
 - Use progress reports
- Create parent tip sheets for homework
 - Calendars for daily course content and homework assignments
 - Specific suggestions or actions or step by step instructions
 - Learning objectives and goals
 - Materials required
 - Estimated time to complete the assignment
 - Expectations regarding the final product
 - Supplemental or additional materials

Example: Quick Note

A Quick Note!

Course Name: _____
 Teacher: _____
 Student: _____
 Date: _____

Dear _____, I wanted to let you know how _____ is doing.

Student Strengths:
 (1) _____
 (2) _____
 (3) _____

Concerns:
 (1) _____
 (2) _____
 (3) _____

Recommended Actions:
 (1) _____
 (2) _____
 (3) _____

Please contact me with questions or comments at:
 Email: _____
 Phone: _____
 Text: _____
 Other: _____

Sincerely, _____

Example: Parent Tip Sheet

Parent Tip Sheet for Practice Driving with Their Teens
 Lesson 2: PARKING

Learning objectives and goals
 Allow the teen to practice parking in straightforward and slanted parking spaces.

Materials needed
 An empty parking lot, this Tip Sheet, Practice Driving Chart, a pencil or pen

Estimated time
 Teens should practice driving around the parking lot, parking, and backing out for about 20 minutes at a time on at least three separate occasions.

Expectations regarding the final product
 Teens should feel more and more comfortable with parking maneuvers and become better and better at staying within the lines.

Site-by-site instructions

- Parent drives to an empty parking lot
- Once there, parent drives around and parent and teen check for obstructions to avoid driving around (e.g., dumpster)
- Afterwards, teen becomes the driver
- Teen drives around within the traffic flow and the speed limit (which is 5 mph)
- Teen parks and puts the car in park
- Parent and teen choose their car door to determine the extent to which teen is within the lines of the parking space
- Parent and teen close doors, teen puts car in reverse and backs up
- Teen puts the car in drive and starts again

REMEMBER:
 Remain calm and focused
 Making mistakes is part of the learning experience
 Practice driving is serious, but it should also be interesting and engaging

Supplemental or additional materials
 Floyd, R.S. A Parent's Survival Guide to Driver Education.
 NETS (Network of Employees for Traffic Safety)

Lesson Parking			
Date	Time Started	Time Stopped	Adult Driver

Effective Communication with Parents

- 4 steps to effectively communicating with parents
 - Step 1: Work **WITHIN** (not with) diversity
 - Step 2: Inform parents about the course
 - Step 3: Interact with parents **OFTEN**
 - Step 4: Use various communication methods
- Examples are available for the following:
 - Syllabus
 - A Quick Note
 - Parent Tip Sheet
- Remember!
 - Communication is a two-way street
 - Do ***your part*** to pave the way!



THANK YOU!

Presented by
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